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ABSTRACT

As part of the Unesco School Library Development Project in the South Pacific, a selected group of librarians and a coordinator of extension studies from the region met with Unesco consultants to design and develop a general course or courses for teachers and teacher librarians on the design, production, use, and organization of learning materials. A consultant initially briefed the group on the Unesco project, and then addressed what the participants saw as their most important need--advice on the present Certificate in Librarianship Programme offered by the University of the Pacific (Fiji) through its extension services. Working discussions were held each day followed by preparation of documentation for further discussion; interviews were held with relevant individuals; an assessment was made of existing courses and related resources for the University of the South Pacific library education program; and course proposals were presented, discussed, refined, and endorsed by the Working Group. Recommendations by the consultants were also discussed and adopted. The many issues discussed were concerned with three major areas: book production and reading, existing library services, and available resources and outside aid. In addition to a description of the workshop proceedings, this report includes course proposals, recommendations, and guidelines for the development of library education in the South Pacific region. Appendices include a description of the present program for the University of the South Pacific certificate and details of proposed revisions, as well as lists of workshop participants, working discussion sessions, persons interviewed, and materials consulted during the workshop. (THC)

Technical Report
RP/1981-1983/5/10.1/03

SOUTH PACIFIC REGION

Contribution to the development of information infrastructures

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School Library Development: Unesco Workshop on Training Courses for Teachers and Teacher Librarians

by
Margaret Trask

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SOUTH PACIFIC REGION

SCHOOL LIBRARY DEVELOPMENT :

UNESCO WORKSHOP ON TRAINING COURSES FOR TEACHERS AND TEACHER LIBRARIANS

by Margaret Trask

Report prepared by the United Nations Educational, Scientific and Cultural Organization (Unesco)

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Preface

The Workshop on Training Courses for Teachers and Teacher Librarians held at the University of the South Pacific, Suva, Fiji, 5-16 October, 1981, was part of the Unesco School Library Development Project in the South Pacific.

The role of the consultant was to work with a team• selected from the region and "to design and develop a general course or courses for teachers and teacher librarians on the design, production, use and organization of learning materials. The courses were to be adapted or adaptable to distance teaching techniques as well as to conventional classroom and demonstration procedures".

In addition, the consultant was to consult with the University of the South Pacific on the present Certificate in Librarianship Programme offered through the University of the South Pacific Extension Services.

Despite the problems surrounding the holding of the Workshop at such short notice, much was achieved. It was unfortunate that the representative from Papua New Guinea was unable to attend. However, it would appear from reports on the development of library education and training in that country that Papua New Guinea is much further advanced than other countries in the South Pacific, such as those in the University of the South Pacific Region, and that there will continue to be separate developments in the two sectors of the South Pacific with possible areas of co-operation, e.g. in professional level courses.

Initially the consultant's task was to brief the Workshop participants on the Unesco Project as most were unaware of its development, and then to deal with what the participants saw as their most important need - advice on the present University of the South Pacific Certificate Course in Librarianship. Throughout the Workshop the consultant endeavoured to link this need with her role and tasks for the Unesco School Library Development Project.

•See Appendix 2

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I. INTRODUCTION

1. In any educational development in the South Pacific it is important to recognize the existence of two geographical areas, one, those countries served by the University of the South Pacific, and the other, Papua New Guinea.

2. With reference to library education the University of the South Pacific offers through its Extension Services Unit and Institute of Education, the University of the South Pacific Certificate in Librarianship (see Appendix 1).

3. This Certificate supercedes the Fiji Certificate in Librarianship previously offered through the Fiji Library Association. "It is designed to provide training for library assistants at sub-professional level for work in public, government, school and other libraries", and would normally be completed over three semesters. The Course is offered via satellite to all countries within the University of the South Pacific Region. In each country a University of the South Pacific Centre has been established where students can meet for tutorials with part-time tutors and utilize provided textbooks. There are at present 85 persons enrolled in the Certificate Course.

4. The existing satellite will be winding down in the very near future and a number of alternatives are being considered to replace the satellite.

5. The School of Education within the University of the South Pacific offers a Selected Studies' Course in Librarianship for Diploma in Education students, who can select in their second or third years, two or three of these courses.

6. With reference to library education in Papua New Guinea there are proposals which envisage that the existing Certificate for Library Assistants and the existing Certificate in Library Studies (for Library Officers) will cease at the end of 1981. In 1982 a three-semester (18 weeks) para-professional course, a Library Technician's Certificate, will be introduced.

7. The present Diploma in Library Studies will become the Diploma in Library Science, a two-year full-time course offered jointly through the University of Papua New Guinea for general studies and through the Administrative College for professional studies units.

8. Some discussions have taken place with the University of Papua New Guinea for a Bachelor of Arts (Library Science) Degree of 4 years, with the Diploma in Library Science being the first part, followed by further general studies at the University.

9. All these proposals have yet to be approved by the institutions involved, as well as the Library Council of Papua New Guinea. It seems reasonable to suggest that there will continue to be two systems of para-professional library education within the South Pacific, with possible areas of co-operation in professional level courses.

10. The Workshop and this report are confined to the area of the South Pacific served by the University of the South Pacific.

II. ORGANIZATION OF THE WORKSHOP

11. The Workshop consisted of selected representatives from the Region working with the consultant (see Appendix 2).

12. The Workshop utilized as background material the document on the South Pacific School Library Project, prepared by Dr. L. McGrath*, particularly sections dealing with origin and overview of the Project, specific discussions with the University of the South Pacific, and general conclusions and recommendations.

13. Working discussion sessions were held each day followed by preparation of documentation for further discussions (see Appendix 3).

14. Interviews were conducted with relevant individuals (see Appendix 4).

15. An assessment was made of existing courses and related resources particularly in regard to the University of the South Pacific Certificate in Librarianship.

16. Course proposals were presented, discussed and further refined as a result of discussions and then endorsed by the Workshop Group.

17. Recommendations were made by the consultant and discussed, refined and endorsed by the Workshop Group.

Summary of issues discussed

18. During the discussion sessions held each day many issues were discussed which can be grouped under three major areas:

a) book production and reading
b) existing library services
c) available resources and outside aid.

Book production and reading

19. The relationship of the ability to read and the establishment of school libraries was emphasized. The number of children's story books based on the South Pacific environment and dealing with the experiences and folklore of South Pacific children is minimal. Endeavours to develop reading habits, reading ability and school libraries without such material is extremely difficult.

20. The problems associated with the printing and publishing of books in the South Pacific was stressed, as well as the lack of availability of books through local bookshops. Suggestions

* See Appendix 5

were made about the centralization of the ordering and supplying of books through the Fiji Ministry of Education in order to guarantee the purchase of sufficient copies of titles for reading development. A suggestion was made of a possible project to identify books from supplier countries (New Zealand, Australia) which are relevant and suitable to the needs of children in Pacific countries, with these titles being ordered in bulk.

Existing library services; roles, tasks and levels of existing library staff

21. Library services in the University of the South Pacific region are at present provided by:

a) University and college libraries, University of the South Pacific Centre Libraries, special libraries
b) Public libraries
c) School libraries.

22. Library staff usually fall into two categories, library assistants and librarians. The need was expressed for clear definitions of the tasks of library assistants and librarians. The meaning of the term library assistant in this context was not synonymous, for instance, with the term library technician in Australia. The library assistant carried out both professional and para-professional tasks due to the number and size of libraries as well as the availability of trained personnel in this region.

23. The following task requirements were suggested for the three groups of libraries identified above.

a) University and college libraries, University of the South Pacific Centre libraries, special libraries

- Produce an index
- Collect locally produced materials
- Purchase materials locally in relation to quality and to standards
- Compile bibliographies
- Prepare catalogue entries for regional and national bibliographies.

24. The level of cataloguing required for this last task is really beyond the level, capacity and tasks associated with a library assistant, but in many cases this would be the only staff available in the University of the South Pacific Centres, special libraries and public libraries to undertake such a task.

b) Public libraries

- Collect locally produced materials (libraries other than Fiji public libraries)
- Compile bibliographies
- Prepare catalogue entries for regional and national bibliographies (other than Fiji public libraries).
- Assist users to find and use information in library.
- Operate services within central library, also through mobile services, services to schools and teachers.
- Be service-oriented in operations and attitudes.

25. In both 23a and 23b above, it was pointed out that library assistants are being asked to perform the following roles:

- library assistant
- information officer
- cataloguer, indexer
- public relations officer, and producer of newsletters.

26. Importance of technical skills, communication and inter-personnel relationships and service attitudes was stressed. It was pointed out that in many special libraries there is a real issue about the appointment of a professional librarian as against a library assistant (with management asking which is required for the tasks involved?)

c) School libraries

- Index and catalogue books/materials
- Give instruction in the use of library and the catalogue.
- Know and use resources in relation to school programme.

27. It was pointed out there is a need to consider pre-service and post-service educational training for teachers, and the role of the University of the South Pacific and Teachers' Colleges in this training, also a need to consider the levels of courses, e.g. teachers in charge of libraries; library assistants working in school libraries; all teachers. It was agreed that Teacher-in-charge of a library means a trained teacher given responsibility for school library, who may or may not have reduced teaching load and who may receive an honorarium of F$80. School Librarian means a library assistant, some undertaking the University of the South Pacific Certificate Course in Librarianship.

28. Throughout the sessions the question of the difference between the tasks of the library assistant and the teacher-in-charge of a school library was debated.

29. It was suggested that the following emphases would need to be made in the course content of any educational programme for library assistants to meet the needs of specialization in each of the three groups of libraries mentioned above.

30. University/college/special libraries

a) the different clientele dealt with by these libraries - research workers, teaching staff, students
b) utilization and allocation of staff; budgeting and accounting; report writing
c) in-depth treatment of subject analysis; selection of a classification scheme; compatability of classification and cataloguing; structure of the literature of subject areas and relevant resources.
d) reader education and the types of services a small unit can offer as well as future development in information retrieval and automation.

31. Public libraries

a) a balance of theory and practical application with orientation to the Pacific environment.

b) the importance of work with children and young people, as 60-70% of library users are juniors. Need to relate the selection and evaluation of children's books to reading levels and interests. Need to have collaboration between role of public and school library in this aspect, and to have co-operation between Education Department personnel and librarians in public libraries.
c) the development of public library as a community information centre able to meet or refer enquiries to relevant services.
d) outreach programmes rather than expectation that all people should come to the library. Need to consider services to special groups such as prisoner, hospital patients, children in special schools, different language groups.

32. School libraries

a) the types of collections and organization of such collections in schools, e.g. some with central collections, most with classroom collections in primary schools. This would require different organization and control. Also in most primary school collections organized by reading level and class group for both fiction and non-fiction books. Need to realise small size of collections and small amount of funds available for purchase of materials.
b) ability to assess, evaluate materials in relation to reading levels. Need to have experience in evaluation of all types of materials for school library.
c) "selling" the value and use of library in the student's education. Need to recognize difficulties in this process: teacher-centred schools, examination-oriented education in relation to cultural and community values, which is directly opposed to concept of individual learning through the use of library resources.

Government and institutional commitment; available resources and outside aid

33. The role of libraries and the importance of utilizing information resources in teaching and learning was emphasized, and related to the level of commitment to such a philosophy indicated by governments and university administration and teaching staff. With reference to the development of courses in library education, key roles are played by the Ministry of Education, Fiji; the Institute of Education, the School of Education and Extension Services Unit, and the University Library of the University of the South Pacific.

34. Continuing reference was made to the lack of adequate local personnel resources to provide training courses. At present, the burden falls largely on full-time library staff in the region, particularly those from the University Library, and this has grave effects on the operations of that library. It was emphasized that there is a need for continuity in staffing for courses, and that locally based experienced staff need development in library education and training. At present, reliance is placed on two United States Peace Corps Volunteers at the University for the writing of

course materials. Their terms of duty will expire in mid-1982. The need to provide co-ordination and overall development for library education and training through the appointment of a local person with qualifications and experience in education and librarianship was emphasized.

35. The Workshop raised the question of the type of aid received by countries in the region, stating that most aid did not give any responsibility to the receiving country to utilise that aid in the best interests of the country; aid tended to lack flexibility, and to be earmarked for projects considered beneficial by outsiders. There is difficulty in pooling different aid money for an agreed priority.

36. The Workshop Group agreed that it was important to utilise existing relevant course materials in the design of library education programmes, and that it would be useful if Unesco could assist countries by providing Unesco-published materials free of cost to countries of the region, as well as identifying and listing available relevant resources in library education course design. The need in University of the South Pacific Centres for reference texts, library texts, abridged Deweys, Cataloguing and Filing Rules and Subject Headings Lists, as well as library science textbooks, was emphasized.

III. ASSESSMENT OF EXISTING COURSES AND RELATED RESOURCES WITH RELEVANCE TO EXISTING LIBRARY SERVICES

37. The only formal course being offered in the University of the South Pacific region is the University of the South Pacific Certificate Course. The Certificate is made up of six courses as follows:

i)	Introduction to the Library	(being offered)
ii)	Basic library operations	(being offered)
iii)	Building the library collection	(in preparation)
iv)	Organizing the library collection	(in preparation)
v)	Special librarianship	(to be prepared)
vi)	Technical operations for special libraries	(to be prepared)

38. Full details are provided in Appendix 1.

39. The printed course books provided for the two courses being offered, point up difficulties of course aims and objectives in relation to levels of staff in libraries and more particularly to staff in different types of libraries. However, the outlines for the courses (i) to (iv) above could be considered a core of studies for library assistants in all types of library and it would be possible to provide through an amended structure of the University of the South Pacific Certificate Course, training of staff at sub-professional level for all types of libraries.

40. It is unlikely that the existing pattern of training professional librarians overseas either in Hawaii, Australia or England will change within the next 5-10 years. In relation to qualified teacher librarians, i.e. graduates trained in both

teaching and librarianship, possibly one or two would be required in Fiji in central or advisory services, given the present government's priorities in education. Such teacher librarians could be trained in Australia.

41. In relation specifically to school libraries, teachers in charge of libraries could undertake a specialist strand and a core of studies in a programme similar to the present University of the South Pacific Certificate Course. Library assistants working in schools require a core of studies similar to the University of the South Pacific Certificate Course. All teachers would benefit from an introductory short course on the use of information in learning, obtaining information through existing resources and libraries, relating information to curriculum needs. Such a course could be offered at pre- and post-service. The pre-service offering would require consultation with the University of the South Pacific and all teachers' colleges. Some of these institutions already offer elective units in librarianship within existing courses. The post-service offering could be provided through the University of the South Pacific Extension Services Unit as a continuing education/in-service programme.

42. At the present time course materials are prepared and written by two United States Peace Corps Volunteers and the staff of the University Library. Satellite sessions, assignment and examination marking are carried out by the two United States Peace Corps Volunteers. Tutorial sessions at University of the South Pacific Centres are conducted by a local librarian, where available. Compulsory workshops have been written into the courses, but to date have not been provided due to cost factors. The United States Peace Corps Volunteers have visited some University of the South Pacific Centres. There is no special back-up support in the form of textbooks or sets of essential tools such as Dewey, Cataloguing and Filing Rules, Subject Headings Lists at University of the South Pacific Centres.

IV. COURSE PROPOSALS

43. Before considering a possible revision of the University of the South Pacific Certificate Course, agreement was necessary on the core of studies required by all library assistants irrespective of type of library.

44. The term "library assistant" as used in the preface of University of the South Pacific Certificate Course books compared with the content of the course, does not essentially equate with the term "library technician" as used in other countries. With relation to the content of the course and the development of library services in the South Pacific, the term "library assistant" is more the term to designate staff between library technician and librarian. Certainly as the preface indicates, library assistant is sub-professional, but given the size and state of library development in the South Pacific the library assistant must often be the person in charge of a library, and therefore carry out many tasks that strictly would be termed professional and performed by a professional librarian. It would be relevant and beneficial for

the Professional Association to draw up a sample list of tasks for the library assistant and the librarian with provisos where the library assistant is required to act as a librarian. There are many such published lists available for guidance in this task. It is important that the differences are clarified in relation to present position classification, status, salary and future possibilities for the introduction of professional courses for librarians through the University of the South Pacific if considered desirable.

Core of studies for library assistants

45. The following outline was supported by the Workshop.

A. What is information? What resources can we use to find information? How can we use these resources? For what purposes would we use these resources?

i) The variety of resource materials and information sources: in own country, region, elsewhere: Newspapers, Telephone books, Magazines, Books. Pamphlets, Government Reports, Church Publications. Maps, Pictures, Posters, Photographs, Slides. Tapes, Radio, Films. Archives, People. Bookshops, Booksellers. Printers, Publishers.

ii) Finding information through these resources: Contents Lists, Indexes. Bookshop Lists, Booksellers Catalogues, Publishers Catalogues, Guides, Catalogues. Trade Bibliographies, Government Publication Lists, National and Regional Bibliographies.

iii) A simple survey of local information resources.

iv) How to find information, resources through:

- Libraries - all types - functions, roles, services. Historical development of library services in South Pacific.
- Information Sources, Consuls, High Commissioners, Airways, Industrial Firms, Government Departments.
- Resource Centres, Regional and National Museums.

Purpose of libraries, information services, resource centres in relation to the environment in which library, etc. is placed.
Purpose of catalogues, indexes, guides to these agencies.
Purpose of arrangement of resource materials.
Role and tasks of libraries, information officers, library assistants. Importance of accuracy, standards, good communication.

B. How to select resource materials for your community e.g. public (children, young people, adults), school (pupils, teachers), special (staff, public) etc.

i) Simple survey to establish needs of your community: use of newspapers, government reports, handbooks, etc. for this.
ii) Selection criteria.
iii) Selection aids.
iv) Establishing and Building a collection.

How to acquire resource materials.

i) Ordering procedures and records.
ii) Agents, suppliers.
iii) Acquisition procedures and records.

C. How to organize resource materials.

i) Purposes: grouping, categorization.
ii) Classification of stores, supermarkets, museums, libraries.
iii) Classification schemes.
iv) How to classify, procedures.

D. How to describe resource materials.

i) Author, Title, Issuing Body.
ii) Compiling descriptions together: Files, Indexes, Lists; Bibliographies; Catalogues.
iii) Making lists, indexes, bibliographies, catalogues: rules, standards, procedures.
iv) Putting a catalogue together.

E. How to store and maintain resource materials.

i) Shelf listing, purposes and procedures.
ii) Preparing materials for shelf.
iii) Shelving, shelf checking, shelf guiding.
iv) Storage of materials, maintenance (simple repairs and binding of books, magazines, etc.), security, climatic conditions.

F. How to provide services through resource materials.

i) Visual impact of library on user, library guiding, conducive atmosphere, self-help arrangement of library.
ii) Open/closed access.
iii) Lending - circulation systems, procedures, security, user control and registration.
iv) Information - education in use of library, library instruction, reader education.
v) Reference Enquiries - procedures. Types of reference books, how to use them in answering enquiries.
vi) Referral services to other libraries, sources of information.
vii) Interlibrary lending.
viii) Extension - displays, publicity, promotion, mobiles.
ix) Activities - literacy, etc.

G. How to organize and operate a library and its services.

i) Physical facilities - building, furniture, equipment.
ii) People - staff, how to use constructively.
iii) Reporting to employer - statistics, reports, interaction to achieve library's goals.
iv) Finance - making a budget, keeping accounts, managing money.

H. Some supporting skills:

i) Numeracy, Simple Accounting, Office Practice and Procedures.
ii) Literacy, Report and Letter Writing, Printing and Lettering.
iii) Equipment Operation, Maintenance.
iv) Communication, Oral and Written - finding out question to be answered, instructing staff. Public speaking. Lobbying. Marketing the library and its services.

Revision of the University of the South Pacific Certificate Course

46. Given the existing Certificate Course with students already enrolled, any revision for ease of acceptance needs to meet the present structure of a 450 hours contact programme within three semesters and provide compulsory units (core studies) as well as elective units (specializations by type of library).

47. For purposes of comparison the proposed revision is set out (See Appendix 1) in relation to the existing presentation and description of the course in the University of the South Pacific Extension Services Extension Studies Handbook 1981. Page numbers refer to this document.

Implementation of course proposals

a) Proposed revision of University of the South Pacific Certificate

48. This would be carried out over a 2-3 year period from 1983, introducing revised courses with new intakes of students.

49. For 1982 agreement was reached to offer the Certificate as follows:

Course 1 "Introduction to the Library" (Printed notes. Some revisions in the form of guidance could be made through the Introductory Booklet).

Course 2 "Basic Library Operations" (Printed notes. No change).

Course 3 "Building Library Collections" (Printed notes as proposed, and including COMLA Module "User Needs and Community Survey").

Course 4 "Organizing Library Collections" (Printed notes as proposed).

Course 5 "Administration and Management of Libraries (use and adapt COMLA Modules LA 1-18, OL 1-9, PM 1-13, SM 1-9, CA 1-15 with all assignments applied to specializations).

Course 6 "Information Services (Specializations)"

(a) Academic/Special
(b) Public
(c) School

(Use and adapt COMLA Modules IW 1-64, AV 1-23, PD 1-13, OL 1-9 and other materials listed in Appendix 5).

50. In revising the University of the South Pacific Certificate Course the following table indicates some of the available relevant teaching materials.

Course 1 "Introduction to the Library" (USP) Unit 4

Course 2 "Introduction to the Library" (USP) Units 1, 2, 3
"Building Library Collections" (USP material in preparation)
COMLA Module "User Needs and Community Studies"

Course 3 COMLA Modules "Communication Skills" and "Office Practice"

Course 4 "Basic Library Operations" (USP) Units 6-12
"Organizing the Collection" (USP material in preparation)

Course 5 "Basic Library Operations" (USP) Units 1-5, 13
"Organizing the Collection" (USP material in preparation)

Course 6 "Basic Library Operations" (USP) Unit 15

Specialization COMLA Modules particularly "Information Work"

Course 7 "Basic Library Operations" (USP) Unit 14

Specialization "Introduction to the Library" (USP) Units 5-9
COMLA Modules particularly "Library Administration".

b) Courses in relation to school librarianship

51. Financial aid will be required for the preparation and draft course materials for the priorities agreed to by the Workshop, (See Appendix 1 Course Proposals 5.31, 5.32, 5.33, 5.21 (order of priority)) and for Course 1 - Information Resources and Services - An Introduction in the proposed revision of the University of the South Pacific Certificate. If agreement to provide this financial aid can be obtained the drafts could be prepared in time for the proposed Seminar to be held in November 1982 (see V. Recommendations). Recommendations on printing the course materials and the date for introduction of the courses could be made at that time, as the introduction of revised units will depend on a number of agreements and decisions by the University of the South Pacific, as well as the number of students in the different stages of the present Certificate Course.

V. RECOMMENDATIONS

Workshop Group Recommendations

52. That as a first priority it is recommended that assistance be provided through the Unesco School Library Development Project in the South Pacific for the further development of Short Courses for all teachers (as outlined in 5.31 Appendix 1), and that this assistance include expertise in writing detailed course materials and assignments for distance teaching.

53. That as a second priority it is recommended that assistance be provided through the School Library Development Project in the South Pacific for the further development of 5.32, 5.33, 5.21 (see Appendix 1) and that this assistance include expertise in writing detailed course materials and assignments for distance teaching.

54. That it is recommended that assistance be provided through the Unesco School Library Development Project in the South Pacific for a short course for the development of persons in the

Region already teaching or designated to teach in the proposed short course in Recommendation 1 above and that such a development include instruction in course design, development of course materials, methods of teaching particularly in relation to distance teaching, design of assignments and methods of assessment.

55. That the proposed Seminar within the Unesco School Library Development Project in the South Pacific tentatively to be held in Australia, be held in the region, preferably at the University of the South Pacific, Suva, late November 1982 (to fit in with University of the South Pacific term dates) and that the Seminar concentrate on two issues in relation to the Short Course for All Teachers (5.31, Appendix 1).

a) course materials, methods of teaching, assignments, assessment
b) methods of "inserting" the content of this short course (as an alternative to its separate offering) and related attitudes to the use of information resources in teaching and learning, through all subject units of study in teacher training courses, and

That the Seminar should include ideas for developing such methods in the subject areas of English and Mathematics in the first instance and that personnel from the Curriculum Development Units be involved in this aspect of the proposed Seminar.

56. That Unesco's attention be drawn to the urgent need for the training of indigenous persons (already qualified in education and/or librarianship) as library educators through the provision of financial assistance to enable such persons to undergo further training, particularly involving work experience in an overseas library school.

57. That Unesco's attention be drawn to the urgent need for assistance in the general development of library education and training in the South Pacific, given that all courses in librarianship draw upon a common base of knowledge and courses in teacher librarianship are built upon this common base.

Consultant's recommendations

58. I would endorse the Workshop Group recommendations as regards:

i) priorities for assistance in the development of course materials for the four course proposals, and would add the need to develop materials for the proposed revision for the University of the South Pacific Certificate, particularly Course 7,
ii) assistance for a course for training the trainers and,
iii) the location and topic for the Proposed Seminar in relation to the Unesco Project.

59. Given the work which would be needed to prepare materials for the second aspect of the Seminar namely "Methods of inserting the content of the short course, etc." I would recommend the date of November 1982. Dr. McGrath who has designed this course would need to provide advice on this aspect.

60. In relation to the development of course/teaching materials, the arrival of the COMLA Modules for the training of non-professional library staff, the week prior to my departure for Suva was opportune. The Modules were highly relevant to the discussions on the University of the South Pacific Certificate Course in Librarianship. It was apparent during the Workshop that in addition to the COMLA Modules, there already existed a range of published course materials and teaching aids which could be utilized in the distance teaching of library courses. Some may need adaptation, but many provide excellent outlines and guides for developing courses. I would strongly recommend that assistance be provided for the identification and listing of these teaching notes and materials. The availability of such a list could avoid duplication of effort and assist co-operative use of materials and ideas in a number of countries and regions.

61. In all the work I have undertaken over the past few years in relation to the South Pacific a major pre-requisite in my view is the development of children's writers. The number of children's story books based on the South Pacific environment, and dealing with experiences and folklore of South Pacific children, is minimal. Endeavours to develop reading habits and reading ability, and school libraries, without such material, is extremely difficult. I am only too well aware of the difficulties of printing and publishing books in the South Pacific, but until there are writers producing children's stories there is nothing to argue about in publishing in this area of need. I would strongly recommend assistance in the South Pacific in the form of an initial workshop for the development of children's writers, and initial subsidies to selected writers to produce children's stories of the South Pacific.

62. As an interim measure I would recommend that assistance be provided for a project to identify, list and make available in the region children's books from the major supplier countries (Australia, New Zealand, England) which are relevant and suitable to the needs and interests of children living and growing up in the South Pacific countries.

VI. GUIDELINES FOR THE DEVELOPMENT OF LIBRARY EDUCATION IN THE UNIVERSITY OF THE SOUTH PACIFIC

63. It is only realistic to accept, as far as that part of the South Pacific serviced by the University of the South Pacific is concerned, that the countries look to the University of the South Pacific to provide education and training, and particularly to the University of the South Pacific's Extension Services Unit for the delivery of such training through external courses and programmes. The University of the South Pacific Extension Services Unit has the operating structure, experience and expertise for distance teaching. The libraries of Fiji contain most of the experienced and qualified library staff, capable and in a position to assist with library course design. The University of the South Pacific Extension Services Unit is already handling and offering the University of the South Pacific Certificate Course in Librarianship to some 80-90 students throughout the University of the South Pacific Region. The staff of the University of the South Pacific

Library with the invaluable assistance of two Peace Corps Volunteers are providing the staff resources for the development of course content and teaching materials in the present University of the South Pacific Certificate Course. Such staff given their position are able to draw on other experienced library staff in public, special and school libraries in the University of the South Pacific Region.

64. It is also important to recognize the level of tasks required of the library assistant in developing countries. This can be compared to that of library assistants in Australia in the 1940's and 1950's. This level of tasks means that courses for library assistants (such as the University of the South Pacific Certificate Course) contain course content bridging both professional and technician level library courses. In the area of school library development this presents an additional problem particularly if, as is the case in some schools in the University of the South Pacific Region, school libraries are in the charge of a library assistant. There is a need to differentiate levels of library staff and related tasks to ensure that what is developed at present e.g. the University of the South Pacific Certificate Course does not prejudice future developments of full professional training particularly that related to teacher librarianship. For the next 5-10 years, persons in the Region requiring professional courses in librarianship should undertake courses overseas. Close monitoring should be undertaken on developments in professional courses in librarianship in Papua New Guinea.

65. This highlights an important need to ensure that an overall plan is developed for library education and training in the University of the South Pacific Region which includes that related to school library development and provides the basis for a total approach with each level of training (library assistant/librarian) and each specialization (school, public, academic, special) relating to and supporting each other and building on a common knowledge base. Such a plan could assist the better utilization of overseas aid which could then be channelled to areas of need and avoid overlap and wastage of valuable resources.

66. This leads to a related and even more important need, that of the designation and development of an indigenous person as Co-ordinator of Library Education and Training in the University of the South Pacific Region. Such a person with qualifications and experience in teaching and librarianship could provide leadership for the development of a plan for library education including the development of courses in general library and information studies as well as in teacher librarianship, in the latter case in conjunction with the Institute of Education, University of the South Pacific. The following points are offered as guidelines for the development of such a plan.

a) Acceptance in principle that all education and training in librarianship, both pre- and post-service be offered through the University of the South Pacific, and that the responsible co-ordinating unit within the University be the Institute of Education, working with the Faculty of Education and the Extension Services Unit.

b) Selection of a Co-ordinator of Library Education and Training for the University of the South Pacific Region, with qualifications and relevant experience in education and librarianship, with an initial funded training period of three months in an overseas library school, possibly in Australia.

c) Delineation of the role and tasks of librarians (professionals) and library assistants (para-professionals) in the context of present and future development of library service in the University of the South Pacific Region.

d) Priority be given to the development and introduction of para-professional courses, in particular the revision of the existing University of the South Pacific Certificate Course, followed by the development of courses for staff involved in school libraries.

e) Training of local tutorial staff for library courses at the University of the South Pacific Centres.

APPENDIX I

UNIVERSITY OF THE SOUTH PACIFIC CERTIFICATE IN LIBRARIANSHIP

a) Extract from South Pacific Extension Services Extension Studies Handbook 1981 concerning existing programmes.

INTRODUCTION

This Extension Studies programme, offered by Extension Services and the Institute of Education, is designed to provide training for library assistants at sub-professional level for work in public, government, school and other libraries. The Certificate supersedes the Fiji Certificate in Librarianship. Students will be admitted under the Extension Studies Regulations. The programme would normally be completed over three semesters.

1981 COURSES

Two of the six courses which will make up the programme will be available in Semester II, 1981: Introduction to the Library and Basic Library Operations. Full syllabuses for these courses can be found in the alphabetical list of courses in Part 3 of this Handbook.

PREREQUISITE

Applicants who do not have UE English, or equivalent, must take the Extension Studies course: English Introductory A, before beginning the programme. Students in this position should be advised to apply for enrolment in: English Introductory A, through their USP Centre. Applicants who have this level of English would benefit from taking: English Foundation A, (Communications and Study Skills) in Semester I, 1981.

Assessment in the Certificate courses will be based on course work (papers and projects) and a final examination. Students taking the course: Organizing the Library Collection,(available in 1982) will be required to attend a workshop in a regional USP Centre, or to undertake a supervised project.

REGULATIONS AND COURSE DESCRIPTIONS

The complete Regulations for the Certificate in Librarianship, as approved by the University Senate, are reproduced in the following section, along with brief descriptions of all six courses in the Librarianship programme.

REGULATIONS FOR THE CERTIFICATE IN LIBRARIANSHIP PROGRAMME

1. The University may award a Certificate in Librarianship designed to train library assistants at sub-professional level for work in public, government, school and other libraries. The Certificate in Librarianship will be offered by Extension Services and the Institute of Education within the Extension Studies Programme.

2. ELIGIBILITY

Students will be admitted under the Extension Studies Regulations. Students who do not have University Entrance English or equivalent must take English Introductory A before beginning the programme.

3. ADMISSION WITH STANDING

A candidate who has passed examinations in, or obtained credits in, courses in the Fiji Certificate in Librarianship or equivalent, which in the opinion of the Senate substantially correspond to or are equivalent to courses in the Certificate in Librarianship, may be admitted by the Senate for the purpose of pursuing such a programme with such credits or exemptions in respect of that programme as the Senate thinks fit.

4. PROGRAMME OF STUDY

The programme comprises six courses normally undertaken over three semesters. The minimum number of hours per course is 75.

The programme will be:

Introduction to the Library)
Basic Library Operations) Available in 1981

Building the Library Collection)
Organizing the Library Collection)
Special Librarianship) Available in 1981
Technical Operations for Special)
Libraries)

For the course: Organizing the Library Collection, students will be required to attend a workshop or undertake a supervised project.

Students will be required to take examinations at the end of each semester. Final grades will be based on course work (taking into account both papers and projects) and the final examination.

Before presenting himself for examination in any course, a candidate must have enrolled for that course, and before completing his programme of study must have paid all the requisite fees.

BRIEF DESCRIPTIONS OF LIBRARIANSHIP COURSES

1. INTRODUCTION TO THE LIBRARY (Available : Semester II 1981)

Prerequisite : English Introductory A or equivalent.

This course is designed to introduce students to the physical aspects of library buildings, to the nature and composition of stock, and to criteria for selecting stock.

The Course will include:

The Library building: planning, maintenance, security. Furnishings and equipment: care and use. Book trade and ordering. Criteria for selection. Budget. Non-book materials (maps, tapes, films, etc.): acquisition, storage.

2. BASIC LIBRARY OPERATIONS (Available: Semester II 1981)

Prerequisite : Introductory English A or equivalent.

This Course is designed as an introduction to the range of basic library operations known as library technical services.

The Course will include:

Aspects of the library catalogue: types, arrangements, use, shelflist, filing. Book classification schemes (Dewey Decimal, Library of Congress, etc.). Book processing and preparation for the shelves. Circulation and reader service: the issue desk, the reference desk.

3. BUILDING THE LIBRARY COLLECTION (Available 1982)

Prerequisite : Pass in Introduction to the Library.

This course is at an intermediate level. It deals with the practice of book selection and with selection guides, with selection of unusual as well as traditional materials, and considers their usefulness, their storage, and their presentation to and use by the library's readers.

The Course will include:

Approaches to book selection. Selection guides and reviewing aids. Traditional materials, non-book materials, reference works, South Pacific materials. Constructing simple book lists and bibliographies. Maintenance and storage of materials. Close-access. Accession routines. The Library Assistant: qualities, duties.

4. ORGANIZING THE LIBRARY COLLECTION

Prerequisite : Pass in Basic Library Operations.

This course is at an intermediate level, designed to enable a student to undertake simple, straightforward cataloguing and classification.

This Course will include:

Practical cataloguing: author, title, subject entries. Cataloguing of periodicals and non-book materials. Practical classification using mainly the Dewey Decimal Classification with some exercises on the Library of Congress classification. Workshop relating to the subjects taken in Building the Library Collection and Organizing the Library Collection.

5. SPECIAL LIBRARIANSHIP (Available in 1982)

Prerequisite : Pass in Building the Library Collection.

This course is at a more advanced level and offers options for school librarianship and work in special libraries. Three subjects must be taken.

This course will offer the following subjects :

School Libraries and Librarianship:

Technical processes, organization and administration of school libraries. Selection and curricula. Teacher and parent participation. School and public library co-operation.

Resource Centre in the School:

Centralization of information materials and service. Co-operative purchasing. Use and issue of materials. Teacher participation, co-operation.

Outreach and User Education:

Educating users in use of library. Library-community relations. Promoting community use of library buildings and collections. The Library Committee.

Special Libraries and Librarianship:

Special and academic librarianship. Organization and administration. Information service: information sources, uses of abstracts, etc. Information dissemination: techniques, networks.

Library Administration and Planning:

Organization and administration common to all types of libraries. The staff, personnel management. The building. Planning for future growth. Library finance.

The Library in the South Pacific:

Introduction to libraries in the region. Their development, problems, prospects, library co-operation, SCOPAL. Bibliographical aspects: South Pacific publications, special institutions as sources of information, private collections, archives.

6. TECHNICAL OPERATIONS FOR SPECIAL LIBRARIES (Available in 1982)

Prerequisite : Pass in Organizing the Library Collection.

This course offers practical instruction in cataloguing, classification, and reference and bibliography in respect of special libraries.

The course will include:

Applications and aspects of classification for specialized collections, with exercises. Cataloguing for special collections and for special purposes: choice of subject headings, tracings, references, etc., with exercises. Reference materials for specialist libraries. Inter-library loan procedures and library co-operation. Use of computer data and information services.

b) Details of proposed revisions

Proposed revision programme of study

The programme comprises seven courses taken over a minimum of three semesters with a total of 450 hours for the entire course. The programme consists of:

Semester 1 (140 hours total)

1.	Information Resources and Services - An Introduction	(25 hours)
2.	Information Resources - Selection and Collection Building	(75 hours)
3.	Supporting Studies (a) Communications	(20 hours)
	(b) Office Practice	(20 hours)

Semester 2 (150 hours total)

4.	Organizing the Collection I - Classification	(75 hours)
5.	Organizing the Collection II - Cataloguing, Shelf Preparation	(75 hours)

Semester 3 (160 hours total)

6.	Information Services - Reader Services	(120 hours)
7.	Information Services - Administration and Management	(40 hours)

N.B.
N.B. Courses 6 and 7 must be taken in relation to one of the following specializations:

(a) School Libraries
(b) Public Libraries
(c) Academic/Special Libraries

Students who intend to take longer than the minimum of three semesters to complete the Certificate are advised to undertake Courses 1 and 3 initially. Course 1 is a pre-requisite for all other courses. Courses 6 and 7 cannot be taken until all other courses have been completed.

Brief description of proposed librarianship courses (page 21 of Handbook)

Course 1 Information Resources and Services - An Introduction
Pre-Requisite: English Introductory A or equivalent.
This Course is designed to introduce students to the variety of information resources and resource services, to the ways of finding information through specially prepared aids and services, and to assist people in using information effectively.
The Course will include: Resource materials and information sources in own country, region and elsewhere; Finding information through these resources e.g. Indexes, Catalogues, Guides, Bibliographies; How to survey your local community for information resources; Role and functions of libraries, information services, resource centres, museums; Purposes of information services; Role and tasks of library and information staff.

Course 2 Information Resources - Selection and Collection Building

Pre-Requisite: Information Resources and Services - An Introduction.

This Course is designed to provide the student with the practice of book selection and building collections in relation to the needs and interests of the community which the library serves.

The Course will include: User needs and community survey; Selection criteria; Approaches to book selection; Selection guides and reviewing aids. Types of materials; book, non-book, reference works. Collection building; balance of need and demand. Constructing book lists, bibliographies. Ordering and accession routines and records. Agents and suppliers.

Course 3 Supporting Studies

a) Communications

This Course is designed to provide the student with skills in relation to written and oral communication within a library context and to assist the student to understand the communication process both on a personal and group level particularly in relation to library situations.

The Course will include: Communication, definition; role of library staff as communicators; desirable qualities of library staff. Objectives and methods of communication. Oral and written communication. Non-verbal and visual communication. Library promotional activities.

b) Office Practice

This Course is designed to provide the student with skills in relation to office routines and procedures, simple accounting methods and systems in relation to compilation of statistics, rostering of duties, ordering and maintaining supplies, operating basic office equipment.

The Course will include: Categories and qualities of staff. Library office procedures and records. Library typewriting, storekeeping, bookkeeping. Office equipment.

Course 4 Organizing the Collection I - Classification

Pre-Requisite: Information Resources and Services - An Introduction.

This Course is designed to provide the student with the knowledge and skills to arrange and organize a collection of materials by a recognized method of classification.

The Course will include: Purpose of arrangement, grouping, categorization. Types of classification used in non-library services. Classification in libraries. Broad groupings by types of materials. Book classification schemes (Dewey, Library of Congress). Practical application of classification using Dewey D.C.

Course 5 Organizing the Collection II - Cataloguing
Pre-Requisite: Information Resources and Services - An Introduction.
This Course is designed to provide the student with the knowledge and skills to describe and catalogue specific types of materials by recognized published rules and standards and to develop a library catalogue.
The Course will include: Purpose of description, identification. Ways of describing. Use of author, title and issuing body. Writing a description for a booklist, bibliography, catalogue. Rules for cataloguing. Making booklists, bibliographies, catalogues. Rules for filing. Putting a catalogue together. Practical application of catalogue and filing rules for all types of materials. Preparing materials for shelf, shelf-listing. Call numbers. Storage and maintenance of materials.

Course 6 Information Services - Reader Services
(with reference to selected specialization)
Pre-Requisites: Courses 1-5
The Course is designed to provide an opportunity for the student to study ways of providing information services to users in their area of specialization.
The Course will include: Objectives of library in relation to users. Types of services; Lending, Circulation System and procedures. Information, education in the use of library and library instruction. Reference Enquiries, types of reference books and how to use them. Referral services. Interlibrary lending and its operation. Extension Services. Special Activities. Evaluation.

Course 7 Information Services - Administration and Management
(with reference to selected specialization)
Pre-Requisites: Courses 1-5
This Course is designed to provide an opportunity for the student to study the management and operation of library and information services in their area of specialization.
The Course will include: Purposes of organization of which library is part. Role of library in that organization. Functions of library; Technical Services, Reader Services, Extension Services. Physical Facilities; Planning buildings, utilization of space, furnishings, equipment, maintenance and security. Personnel; using staff effectively, roles and tasks. Budget; planning and compilation, financial records and management. Reporting on library services; statistics, reports. Publicity and promotion.

The coverage of the agreed Core of Studies within the proposed revision is as follows:

Course 1 Core of Studies A
Course 2 Core of Studies B
Course 3 Core of Studies H
Course 4 Core of Studies C
Course 5 Core of Studies D, E
Course 6 Core of Studies F in relation to specialization
Course 7 Core of Studies G in relation to specialization.

Given the need for specialization to be introduced in 1982, preference was given to developing outlines for Courses 6 and 7 in the three proposed specializations. The outlines prepared during the Workshop follow:

IDENTIFICATION No. 5.21

(a) School Libraries
Course 6 - Information Services - Reader Services (School Libraries) (120 hours)
Content

a. The School Library, an overview
- Purpose in relation to educational system of the country
- Role and functions of school libraries, development of school library service in country, Pacific region, in other regions
- Role and functions of school library compared to other types of library, as part of total library and information service of country
- Possible roles for school library in teaching/learning and in general/individual development
- Possible functions - selecting, ordering, accessioning; classifying, cataloguing; preparation for shelf, maintenance, care; circulation, lending; reference/information work with teachers and students; reading development; promotion, display; extension and special activities
- Role of school librarian (teacher in charge of library), role of library assistant working in a school library; tasks of librarian, tasks of library assistant.

b. Reference Information Work for Library Assistant
(Use COMLA Module Information Work with slight adaptation)
Content for this Module is:
- Introduction to information work in a (school) library
- Categories of reference materials: general type, special subject type; general reference materials: encyclopedias, dictionaries, yearbooks/almanacs, directories/handbooks, biographical dictionaries/indexes; indexes to periodicals, books, newspapers; atlases, maps, guidebooks; government publications, bibliographies.
- Features and use of reference materials, authority, date, scope, format, treatment, other special features
- Book lists: use, types, compilation of simple book lists
- Utilizing reference materials within the library and resources outside the library
- Answering quick reference enquiries
- Conducting reference interviews at preliminary stage
- Conducting simple literature searches
- Maintaining reference records
- Attitudes and skills required in reference/information work.

c. Audio-Visual Materials, Equipment, Services
(Use COMLA Module Audio-Visual Materials with slight adaptation)
Content for this Module is:
- Introduction to the range of audio-visual equipment and materials

. Familiarization with audio-visual equipment and development of operational skills
. Familiarization with audio-visual materials and development of handling skills
. Care, maintenance and storage of audio-visual equipment and materials
. Clerical procedures related to acquisition and processing of audio-visual materials
. Clerical procedures related to the loan of audio-visual materials and scheduling of audio-visual equipment
. Use of duplicating and other office equipment in making visual aids
. Preparation of simple inexpensive non-projected materials and preparation of simple materials for use with mechanical equipment under direction
. Use of support equipment and materials
. Simple repair of materials.

d. Skills in Relation to Instruction in Use of Library
With reference to:
. Basic reference tools; dictionary, atlas, encyclopedia
. Parts of a book; title page, contents list, index
. Use of a catalogue; main entry, author, added entries, title, subject, references
. Arrangement of library; DDC ten main classes
. Correct library attitudes

e. Skills in Relation to Reference/Information Work with Children/Young People
. Storytelling
. Book talks
. Puppetry, Mime, Drama Activities
. Special Activities

Course 7 - Information Services - Administration and Management
(School Libraries) (40 hours)
Content

a. Physical Facilities
. Using existing space efficiently
. Redesigning the use of existing space effectively
. Assisting in the design of a new school library area or building
. Selecting or adapting furniture, shelving, fittings
. General appearance of the school library to provide inviting, interesting place

b. Procedures and Routines for
. Selection, Ordering, Accessioning information resources when carried out centrally or by individual school; and locally or from overseas

c. Procedures and Routines for
. Classification and arrangement of information resources
. Cataloguing and description of information resources

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. Making a catalogue, catalogue cards, filing
. Preparing resources for shelf, shelf-listing, processing
. Shelving resources, guide labels
. Maintenance of collection, repair and care of collection. Stock taking.

d. Procedures and Routines for
. Circulation and loan/return of resources
. Central collections, class/group collections, teachers collections

e. Procedures and Routines for
. Operation of library, closed/open access
. Hours of opening
. Conditions of borrowing
. Reports, statistics

f. Promotion, Publicity, Display Work

IDENTIFICATION No. 5.22

(a) Public Libraries
Course 6 - Information Services - Reader Services (Public Libraries) (120 hours)

1. Aim: to enable students to understand and appreciate types of services and the role and functions of public library services with particular reference to services to children and other groups with individuals in the community with special needs; and to enable students to play an effective part in providing such services.
2. Objectives: on completion of this option, students will be able to:
2.1 Explain the role and functions of public libraries and the areas of activities such as Education; Information; Culture and Leisure.
2.2 Describe the development of public library services and with especial reference to South Pacific.
2.3 Understand and appreciate the role of public library in increasing literacy, providing opportunities for self development and building self confidence.
2.4 Explain the role and functions of public libraries in providing services to children and understanding its role in situations where school library services are minimal.
2.5 Describe different types of services to children.
2.6 Explain the role and functions of public libraries in providing services to groups and individuals in the community with special needs.
2.7 Describe different types of services to groups and individuals in the community with special needs.
2.8 Explain the role and functions of public libraries in providing extension services outside the public library building.
2.9 Describe different types of extension services outside the public library building.
2.10 Describe the types of services required to fulfill the needs of children and young adults where the school system is unable to provide the necessary services.

3. Course Content - Summary

Unit 1	Role and functions of public libraries	Objectives 2.1, 2.2, 2.8
Unit 2	Services to children, young adults and students	Objectives 2.4, 2.5, 2.7, 2.9
Unit 3	Services to group/individuals in the community with special needs	Objectives 2.6, 2.7
Unit 4	Services to supplement school libraries.	Objectives 2.4, 2.10

IDENTIFICATION No. 5.23

(c) Academic/Special Libraries

Course 6 - Information Services - Reader Services (Academic/Special Libraries) (120 hours)

1. Aim: to teach student how to provide information services in his area of specialization.
2. Objectives: on completion of the course the student will be able to:

2.1 Appreciate the information needs of library users.
2.2 Use different types of information materials.
2.3 Use sources of information other than the library.
2.4 Use referral information resources.
2.5 Conduct simple literature searches.
2.6 Compile simple bibliographies.
2.7 Understand the need for co-operation in regional information services.
2.8 Understand the relevance of computers to information services.
2.9 Operate a circulation system.
2.10 Provide simple reader education.
2.11 Understand the elements of document production, reproduction and distribution.

3. Course Content - Summary

3.1 Introduction.
3.2 Information resources: within library, outside library; within region; regional co-operation.
3.3 Literature searches and bibliographies.
3.4 Readers services.
3.5 Reader education.
3.6 Computers.
3.7 Document production, reproduction and distribution.

4. Course Content

4.1 Introduction

a) The need to understand the objectives of the institution and the individual.
b) The implications of these for information services.

4.2 Information Resources

a) Within Library
Features and use of different categories of reference materials.
b) Outside Library
Other departments of the same institution; other organizations; individuals (e.g. government departments, newspapers offices, commercial services, specialists...)

c) Regional Information Resources
(i) libraries in the region
(ii) regional bibliographies
(iii) registers of research
(iv) regional co-operation.

4.3 Literature Searches and Bibliography
a) Definition of the search requirements (what does the user really want to know and how does he want in presented?)
b) Selection of relevant sources (2 a-c above)
c) Methods of information collection
d) Methods of information presentation including bibliography compilation.

4.4 Readers' Services
a) Circulation systems
b) Interlibrary loans
c) Reserve collection

4.5 Reader Education
a) Basic orientation methods: library guides, displays, tours.
b) Teaching use of information sources.

4.6 Computers
Relevance of computers and computer based services to information work.

4.7 Document Production, Reproduction and Distribution
a) Methods of production (stencil, offset, word-processor)
b) Methods of reproduction (photocopy, microfilm, microfiche)
c) Copyright
d) Methods of distribution (mailing lists, exchange records ...).

IDENTIFICATION No. 5.3

Courses in relation to school librarianship

(i) All teachers would benefit from a short course in the use of information and resources in the teaching/learning programme. This would need to be specifically designed and would not necessarily utilize material in the Proposed Revision of the University of the South Pacific Course. This short course could be offered through all teacher-training courses in the region internally and could be offered as a continuing education/in-service course through the University of the South Pacific Extension Services externally.

(ii) Teachers in charge of libraries in schools in the South Pacific do not require the level of certain courses in the Proposed Revision of the University of the South Pacific Course e.g. Courses 4, 5. Such teachers require a series of courses which could include Courses 1, 2, 6, 7 with an "Introduction to the Use of Information Resources and Libraries in the Teaching/Learning Programmes of the School". Such a series of courses could be offered as continuing education units through the University of the South Pacific Extension Services externally.

(iii) Teachers in training who wish to be a school librarian require a similar group of courses as outlined in (ii) above. These courses could be offered through all teacher training courses in the region internally.

(iv) Library assistants working in schools would be at the same level and with the same training as library assistants in any type of library, and may take the specialization in school libraries if they wish. It should be emphasized that the proposed revision of the University of the South Pacific Course is a course for library assistants in all types of library, with the opportunity of interchangeability and portability of the Certificate for employment at library assistant level.

IDENTIFICATION No. 5.31

Short course for all teachers on the use of information resources and libraries by teachers

As the effective use of information resources, reading materials and libraries is clearly essential in teaching and learning, this course unit has been developed as a component of teacher education required in all pre-service teacher education courses.

For those already trained, completion of this short course as an in-service activity would be a valuable element of professional development for teachers.

(i) Entry requirement Students must normally be teachers-in-training or qualified teachers.

(ii) Purpose of the Course

- This Course is oriented to the needs of the teacher as a library user.
- Those wishing to learn how to organize a school library and provide library service would need to undertake, after this unit, a specialist course in school librarianship.
- The seven sections of the course unit outlined in this proposal have been designed for both primary and secondary teachers of the South Pacific Region. However it is recognized that the course structure presented may require different emphases and time allocations for primary teachers (and trainees) and secondary teachers (including students training to be secondary teachers).
- Again, the educational level of students of this course, extent of their teaching experience, present stage of resource provision and school library development in a country, and the availability of audiovisual equipment will be additional factors which may influence the length of the course and the content included. Thus, flexibility in the course content will probably be needed.
- The course seeks to stimulate teachers to encourage pupils to use resources and libraries for reading for pleasure, as well as for seeking information, so that reading development is sustained and literacy levels

extended, sound attitudes to reading are formed and the habit of reading is firmly established. The use of the library and a library period in the school timetable as a formal teaching of a new subject "Library" is to be avoided: instead, teachers would seek in such periods to maximize pupils' purposeful use of resources.

. The term "library" as used in this course covers not only the fully-developed school library in a special library room, but also library services organized from a central "school resource store" or a central library collection for the school located in one classroom.

. While reference is made to audiovisual materials (and audiovisual equipment) countries may wish initially to emphasize the non-electronic audiovisual materials, especially for rural schools. Here, the value of photographs, study prints, picture files, professionally-produced charts, posters and similar materials could be particularly valuable.

(iii) Time required

While the in-depth treatment and consolidation of all sections of the course would require 50 hours, a somewhat shorter period of time could be allocated in particular situations, for example, where course participants had already had experience of good libraries as pupils in primary and secondary schools.

Again, the allocation of hours may be influenced by the stage of development of school libraries in a particular country, and the educational entry level of course participants.

(iv) Utilization of this Course

The programme outlined may be organized as a two-hour class weekly over one academic year or as four-hour workshops during half an academic year in pre-service teacher education; as three successive one-week concentrated full-time in-service courses during term or in vacation time for serving teachers; as packaged programmes delivered for distance learning; or be integrated with subject-type or grade-level teacher in-service courses.

1. Aims of the Course

(i) This short course aims to increase student teachers' and teachers' awareness of and ability to use information, sources and resources - including libraries themselves, for their teaching and with their pupils.

(ii) A second goal is to train teachers to assist children develop information-seeking and library-use skills, in co-operation with the teacher-in-charge of the library.

2. Objectives

On completion of this course, the student will be able to

2.1 Show an increased awareness of "information", "resource materials" and "libraries".

2.2 Describe the functions of these elements in teaching and in learning and include resources in teaching programmes and lesson plans.

2.3 Locate the sources, find the resource materials and secure the information required for personal needs, professional development and class-work.
2.4 Evaluate and select and use appropriate resource materials (and equipment where needed) for class teaching and the needs of individual pupils.
2.5 Assist pupils to use resources and libraries - including community information sources - efficiently.
2.6 Assist pupils to read for pleasure and develop the habit of reading as a continuing activity.
2.7 Design and then make his/her own materials when what is wanted is not available.
2.8 Organize and promote the use of reading resources and information materials in the classroom, for example in a "classroom resource corner".
2.9 Support the teacher-in-charge of the school library in the development of the library collection and in providing resources for classes taught and for individual pupils.

A note on the objectives

Where a teacher is asked by the Headmaster to organize and operate a school resource store or a school library, the teacher should consider the need to undertake a course for Teacher-Librarians available locally or in the region.

3.A Course Content - summary

Section 1	The Teacher Needs Information and Resources	Objective 1
Section 2	The Teacher Uses Resources in Teaching and Learning	Objective 2, 8
Section 3	The Teacher Uses Libraries Effectively	Objective 3, 9
Section 4	The Teacher Locates Information in Resource Materials	Objective 3, 4
Section 5	The Teacher Produces Information Resource Materials	Objective 7
Section 6	The Teacher Assists Pupils to Use Information Resources and Library Materials Effectively	Objective 5
Section 7	The Teacher Encourages Reading for Pleasure and the Habit of Reading by Pupils	Objective 6

3.B Course content - detail

Section 1: The Teacher needs Information and Resources

1.1 Information, information sources, resources, and library materials.
1.2 Types of information sources and resource materials available to the teacher.
1.3 Information needed includes information on: Education; school local area; libraries; Ministry, official and commercial sources; curriculum, curriculum content, professional materials.
1.4 The process of systematic information-seeking - from formulation of a specific researchable question to the evaluation of the information required.
1.5 Information on the selection and evaluation of teacher-level and pupil-level resource materials. Lists, catalogues of resources, selection aids and reviewing journals.

Section 2: The Teacher Uses Resources in Teaching and Learning

2.1 Function and utilization of resources in teaching and pupil learning.

2.2 Evaluation and selection of specific resources materials, relevant in content and appropriate in level for defined objectives.

2.3 Integration of resources in curriculum planning and incorporation in lesson preparation.

2.4 Evaluating the effectiveness of use of resource materials and media used by teachers and pupils. (Resource materials includes the full range of materials from class readers, supplementary readers to the types of materials usually found in developed libraries and including much picture material and illustrated library books, etc.)

Section 3: The Teacher Uses Libraries Effectively

3.1 Libraries available, including the school library, local public library, archives, the National Library, the special libraries of the Ministry of Education, Curriculum Development Unit and the Teachers College, and other information sources including government libraries and non-government sources.

3.2 An understanding, as a user, of how library resources are grouped, categorized and described. (Arrangement, classification used, and catalogues available to the user).

3.3 How library materials and services may be utilized including special information services of libraries, library co-operation and inter-library loans.

3.4 The teacher and the school library in his/her own school. What the teacher can expect the library to provide and what support for the library the teacher-in-charge of the library can expect from class teachers.

3.5 Effective communication between class teachers and the library staff. The importance of linking school activities and curriculum with the school library.

(In the treatment of this section, attention should be directed to what is actually available as well as what might be desirably provided).

Section 4: The Teacher Locates Information in Resource Materials

4.1 Locating information about information sources, and the required information in print materials.
- (i) Books - contents, indexes, etc.
- (ii) Periodicals - indexes to periodicals
- (iii) Indexes to Education information
- (iv) Other print materials
- (v) Special local and regional print materials available to the teacher and to pupils.

4.2 Locating information in non-print (including audiovisual) materials.
- (i) Radio broadcasts (including "Broadcasts for Schools")
- (ii) Basic audiovisual materials: slides, filmstrips, cassette audio tapes and sound records.

(It is suggested that attention be given to readily available materials from: Radio, Cassette recorder, Camera, as this equipment may be more frequently owned by teachers or some pupils).

4.3 Using radio and other audiovisual equipment necessary to
(i) acquire information contained in audiovisual materials
(ii) present information acquired to classes, small groups and individual pupils
(iii) make materials for pupil use from audiovisual information resources as well as print material sources.

Section 5: The Teacher Produces Information Resource Materials

5.1 Design, development and evaluation of materials. The "educational technology" concept.

5.2 Production of materials by: graphic production; photographic processes; copying, photocopying (print) - visual copying, sound copying; duplication of print materials; display material production; constructing models.

5.3 Presenting materials produced to pupils. Teaching pupils to make resource materials in order to present the information they have acquired to the class.

(A note on Section 5 - The content and depth of treatment of the second depends on whether the pre-service teacher education course, and/or the in-service programmes for teachers, contain a required core component on educational media or educational technology or resource development. If there are such courses consideration should be given to the relation between that course and this proposed course so that the courses may be planned to complement each other. In that way, unknowing and unnecessary duplication may be avoided. Sufficient time for completion of both components is needed).

Section 6: The Teacher Assists Pupils to Use Information Resources and Library Materials Effectively

(This section should be presented in the light of the present situation of school library development, including the availability of teacher librarians in schools in the local area).

6.1 The teacher assists pupils to:
(i) formulate specific information questions
(ii) locate relevant resource materials
(iii) identify appropriate content within such resource materials
(iv) understand the information found
(v) record such information concisely
(vi) produce a "report" of related information
(vii) develop selectivity and discrimination in the information resources used.

6.2 The teacher encourages pupils to:
(i) use all sections of the library collection for personal interest, reading development and for class-learning information
(ii) discuss resources acquired from libraries
(iii) make a list (where the pupil wishes) of interesting and useful library materials
(iv) extend the range of reading interests
(v) use community information resources
(vi) use and borrow from public libraries.

6.3 Teachers roles in supporting the library:
(a) in general (for example by taking an interest in library records of pupils' reading)
(b) in specific subject use of the library by pupils of his/her class.
(Teachers and teacher-librarians working with pupils in the library could be urged to view the activity not as something to be taught by the teacher but learnt by the pupil through practical experience of using resources).

Section 7: The Teacher Encourages Reading for Pleasure and the Reading Habit

7.1 Importance of sound pupil attitudes towards reading for pleasure as a recreational activity.
7.2 Stimulation of interest in reading activities; including story-reading to the class by the teacher, displays of books, and talking about books and stories with the class.
7.3 Assisting pupils develop selectivity and discrimination in choice of general reading materials.

IDENTIFICATION No. 5.32

Course for Teacher trainees who wish to take school librarianship as a major in their teacher-training course

As the effective operation of a school library, the selection of resources, the building of a library collection and the provision of information services to staff and students is clearly essential in teaching and learning, this course has been developed as a major subject unit within Diploma of Teaching and Bachelor of Education courses.

(i) Entry requirement: Students would be teachers-in-training.
(ii) Purpose of course: This course is oriented to the basic training of a teacher librarian for both primary and secondary schools in the South Pacific Region.
(iii) Time required: In-depth treatment and consolidation of all sections of the course would require 220 hours. The allocation of hours may be influenced by the stage of development of school libraries in a particular country, and the educational entry level of course participants.
(iv) Utilization of this Course: The programme outlined will usually be organized as a weekly lecture and workshop (2-3 hours) over three academic years or on a similar basis to other major subject units.

1. Aims of the Course
This course aims to provide basic education and training for student teachers who wish to take school librarianship as a major course of study in their teacher training course and on completion of teacher training to be responsible for the development of library service in the school.

2. Objectives
On completion of the course, the student will be able to:
2.1 Appreciate and understand the use of information in teaching and learning.

2.2 Apply educational theory and practice to school library and information service in order to support and enrich the school's educational programme.
2.3 Assist students and staff in the use of information.
2.4 Analyse and utilize institutional and non-institutional information sources and build a library collection to meet information needs and services for staff and students.
2.5 Understand the role and functions of the school library and the role and tasks of teacher librarians in relation to other types of libraries and information workers.
2.6 Select, evaluate and utilize library and information resources in the school's teaching/learning programme.
2.7 Develop, organize and manage school library and information service to support the school's educational aims.
2.8 Provide resources and services which will develop students' reading ability and interest in reading for pleasure.

3.A Course content - summary

Section 1	The Role of Information Resources in Teaching and Learning	Objective: 1, 2, 8
Section 2	Information Resources and Services	Objective: 4, 5, 6, 8
Section 3	The School Library, an Overview	Objective: 5
Section 4	Selection, Evaluation of Information Resources for Schools	Objective: 4, 6, 8
Section 5	Using Information Resources	Objective: 3, 4, 8
Section 6	The School Library, Organization and Management	Objective: 5, 7

3.B Course content - detail

Section 1: The Role of Information Resources in Teaching and Learning

1.1 What is information; what are information resources; what do we mean by teaching and learning.
1.2 How does teaching and learning take place: in the home, family and friends; through customs, through the church; through school: teachers, other students; textbooks, lessons, using other books and information resources and information agencies; individual and group learning experiences, designed and spontaneous; learning environments; information resources and libraries as parts of the learning environment.
1.3 How do we learn: by repeating what lecturer says; by reading a textbook; through understanding what we hear and what we read; by experiencing independently or through a group, coming to an understanding or knowledge through the experience, and practising our understanding/knowledge in a variety of ways.

Section 2: Information Resources and Services

2.1 How information and resources are used in learning: what is learning, what is knowledge; where do we find information, how does it become knowledge; overview of information resources, print and non-print; people resources, oral; institutional resources, libraries and other agencies.
2.2 Information resources, print and non-print: newspapers, telephone book, magazines, books; pamphlets, government

reports, church publications; maps, pictures, posters, photographs, slides; tapes, radio, films.

2.3 The role of bookshops, booksellers, printers and publishers. The booktrade. Specialist areas e.g. church bookshops. How to find out what is published and printed: booklists, brochures, booksellers catalogues, publishers catalogues, guides, trade bibliographies, government publishers lists, national and regional bibliographies, special bibliographies for types of material or by subject.

2.4 People resources, oral and written records: Storytellers, elders, legends and customs; archivists, archives records, letters, documents, ledgers, diaries.

2.5 Institutional resources: libraries of all types, their roles and functions, an overview of their development; information services: consulates, High Commissions, airways, industrial firms, government departments, their role and functions and comparison with those of libraries; resource centres, cultural centres; museums, archives depositories. How to find out what is in these institutional resources: purposes of catalogues, indexes, guides to these agencies; purposes of arrangement of resource materials in different ways in different institutions e.g. libraries compared with museums. Role and tasks of the staff working in these institutions: librarians, library assistants, library attendants; information officers; centre directors; museum officers, archivists.

Section 3: The School Library, An Overview

3.1 Purpose in relation to educational system of the country.

3.2 Role and functions of school libraries: development of school library service in the Pacific compared with that in other regions; role and function of school library compared with other types of library; role and function of school library as part of the total library and information system for the country.

3.3 Possible roles for school library: in teaching/learning; in general and individual personal development.

3.4 Possible functions: selecting, ordering, accessioning information resources; classifying, cataloguing information resources; preparation for shelf, maintenance and care of information resources; circulation, lending of information resources; reference and information work with teachers and students; reading development; promotion and display of information resources and services; extension activities to parents, to community; special activities for Education Week, Book Week, etc.

3.5 Role of school librarian, library assistant; tasks of school librarian, library assistant.

Section 4: Selection, Evaluation of Information Resources for School

4.1 Selection criteria by age, reading level, curriculum.

4.2 Selection tools and aids for schools.

4.3 Building a school library collection in relating to: curriculum resources; general and individual personal interests; community/school environment.

4.4 Selection of curriculum resources: educational programme of the school, aims and objectives; curriculum taught in school, specific aims and objectives for each area of curriculum; criteria for selection and evaluation of resources to meet specific curriculum.

4.5 Selection of information resources for general and individual personal interests: stages of child/young people growth and development and importance in relation to selecting materials; children's books, books for young people: general criteria, special criteria, reading lists, reviewing journals, study of selected titles, annotation writing in relation to: picture books, easy fiction, readers, novels for young people, periodicals, non-fiction.

4.6 Audiovisual materials and equipment: specific criteria, reviewing journals; selection of equipment, compatability and maintenance.

4.7 The school library and reading development: library's role in developing reading; reading levels, assessment; specific materials to assist reading development; book lists, reviewing aids; specific techniques for use in reading development e.g. storytelling, parents/adults reading with children, "Book-Flood".

Section 5: Using Information Resources

5.1 Contents lists, indexes, glossaries.

5.2 Basic Reference books: dictionaries, atlases, encyclopedias.

5.3 Reference collections: school library, public library.

5.4 Compiling booklists, bibliographies: annotations, abstracts.

5.5 Services for teachers: notification of new books, periodicals; contents page of periodicals; class sets, day loans.

5.6 Services for students: library instruction, education in use of library and resources, aims and objectives; methods of instruction, library lessons; research periods, independent study; reading skills, study skills.

5.7 Extension services: with public library; other organizations; special groups, mothers' groups.

5.8 Special activities: book week; education week.

Section 6: The School Library - Organization and Management

6.1 Physical facilities: using existing space effectively; redesigning the use of existing space effectively; assisting in the design of a new school library area or building; selecting or adapting furniture, shelving, fittings; general appearance of the school library to provide inviting, interesting place.

6.2 Procedures and routines for: selection, ordering, accessioning information resources in relation to being carried out centrally by individual school, and locally or from overseas.

6.3 Procedures and routines for: classification and arrangement of information resources; cataloguing and description of information resources; forming a catalogue, catalogue cards, filing; preparing resources for shelf, shelf-listing processing; shelving resources, guide labels; maintenance of collection, repair and care of collection, stock taking.

6.4 Procedures and routines for: circulation and loan/return of resources; central collections, class/group collections, teachers collections.
6.5 Procedures and routines for: operation of library, closed/open access; hours of opening; conditions of borrowing; reports and statistics.
6.6 Promotion. Publicity. Display Work.

IDENTIFICATION No. 5.33

Course for trained teachers responsible for the school library

The course, made up of 4 units, is available only to teachers holding a teaching certificate recognized by a country within the Pacific region.

The course builds on the content of study taken by the teachers in their teacher training course particularly in such areas of study as: Human Growth and Development; Educational Psychology; Curriculum Theory and Practice; Teaching and Learning; Communications; Study of School and Community.

The course comprises 4 units, A-D, taken over a minimum of two semesters, with a total of 220 hours.

The course consists of:

Unit A - Role of Information Resources in Teaching and Learning
Unit B - Information Resources and Services, an Introduction (Course 1, proposed USP Certificate Course)
Unit C - Information Services, Reader Services (Teachers and Pupils)
(Course 6, (School Libraries) proposed USP Certificate Course)
Unit D - Information Services, Administration and Management (Course 7, (School Libraries) proposed USP Certificate Course).

Content for
Unit A is content listed under 5.32.
1. The Role of Information Resources in Teaching and Learning.
Unit B is content listed under 5.32.
2. Information Resources and Services.
Unit C is content listed under 5.32.
3. The School Library, An Overview.
4. Selection, Evaluation of Information Resources for Schools.
5. Using Information Resources.
Unit D is content listed under 5.32.
6. The School Library Organization and Management.

APPENDIX 2

WORKSHOP ON TRAINING COURSES FOR TEACHERS AND TEACHER LIBRARIANS

Participants

Mrs. Bess FLORES	South Pacific Commission (Week 2)
Mr. David HAMILTON	Deputy Librarian, University of the South Pacific
Mr. Harold HOLDSWORTH	Previously University Librarian, University of the South Pacific (Week 2)
Mr. Kantilal JINNA	Chief Librarian, Library Service of Fiji
Dr. K.T. LIVINGSTON	Co-ordinator of Extension Studies, University of the South Pacific
Dr. Lawrence MC GRATH	Unesco Consultant (Week 2)
Mr. Francis MANGUBHAI	Institute of Education, University of the South Pacific
Mrs. Betty MELONE	Peace Corps Volunteer, University of the South Pacific Library
Miss Mataina T'EO	Senior Librarian, Nelson Memorial Library, Western Samoa
Mrs. Carmen TEMATA	Senior Librarian of the Cook Islands (Public) Library
Mrs. Margaret TRASK	Unesco Consultant
Mrs. E. WILLIAMS	University Librarian, University of the South Pacific
Mr. Robert YEHL	Peace Corps Volunteer, Assistant Librarian, Institute of Education, University of the South Pacific

WORKING DISCUSSION SESSIONS

Monday, 5.10.1981

The Project. Background. (McGrath Report).
The Workshop. Consultant's Role.
Aims and Objectives.
USP Certificate Course.
Broad Issues in Development of Library Education in USP Region.

Tuesday, 6.10.1981

Philosophy of Library Education and Training.
Long Range Plans in Library Education and Training.
Resource Implications, Aid Implications.
Present Course Available.
Proposed Courses.

Wednesday, 7.10.1981

Core of Studies for Library Assistants.
Small Group Discussions by Type of Library on Core of Studies.

Thursday, 8.10.1981

Reports on Small Group Discussions.
USP Certificate Regulations, Analysis of Enrolments in USP Certificate.
Comparison of Proposed Core of Studies with Existing Certificate Course.
Possible Structure for Core of Studies.

Friday, 9.10.1981

Courses in Librarianship in USP School of Education.
Specialization in Child, Young Adult Librarianship in Public Libraries - Proposal.

Tuesday, 13.10.1981

Core of Studies for Library Assistants - Some Implications of Proposal.

Wednesday, 14.10.1981

Proposals:
(a) Short Course for All Teachers "The Use of Information Resources and Libraries by Teachers".
(b) Course for Teacher Trainees who wish to take School Librarianship as a major in their teacher training course.
(c) Course for Trained Teachers Responsible for the School Library.
(d) USP Proposed Course for Library Assistants Courses 6 & 7 (School Libraries).

Thursday, 15.10.1981

Discussion with Ministry of Education, Fiji, representatives on Short Course for All Teachers.

Friday, 16.10.1981

Proposed Future Workshop, 1981.
Recommendations of Workshop, 1981.

APPENDIX IV

PERSONS INTERVIEWED

Mr. Ram BRIG	Head Teacher, Prishikul Primary School
Mrs. Margaret PRASAD	Library Assistant, Indian College, Suva
Mr. Harry RAM	and 5 representatives from Fiji Ministry of Education
Mr. John WEEKES	Director, Institute for Education, University of the South Pacific
Dr. H. CHANDRA	Head, School of Education, University of the South Pacific
Dr. F. BROSHNAHAN	Assistant to Vice-Chancellor, University of the South Pacific

APPENDIX V

MATERIAL CONSULTED DURING WORKSHOP

1. REPORT ON A SECOND PLANNING MISSION FOR THE UNESCO SCHOOL LIBRARY DEVELOPMENT PROJECT IN THE SOUTH PACIFIC, by Dr. L. McGrath, Perth, Western Australia, 1981.

2. RESOURCE CENTRE MANUAL by Judith R. Barber, Suva, Ministry of Education, 1978. 132 pp.
(A manual written for secondary teachers in Fiji who find themselves "given library" as part of their teaching load - Preface).

3. TRAINING COURSES FOR NON-PROFESSIONAL LIBRARY STAFF
Prepared at COMLA Workshop on the Training of Non-Professional Library Staff, Suva, Fiji, 1979. Pilot edition London, Commonwealth Secretariat, 1981.
(15 teaching modules with Aims, Objectives, Course Content, Teaching Methods, Assessment, Teaching Materials, Recommended Time Taken for Each Module).

4. NEW ZEALAND COURSE MATERIALS, PAPERS A & B ON SCHOOL LIBRARIES, obtainable from Supervisor, Advanced Studies for Teachers Units, Correspondence School, Private Bag, Wellington, New Zealand.
(A summary of the papers follows:
Paper A
Study Guide 1. The Library in Outline. What is a school library? Who does it serve? What are its services? Who staffs it? What services help the school library? How is a library started?
Study Guide 2. The Collection. Rationale for learning resources. Evaluation and purpose of the collection. General policy for development of the collection. Standards for the collection and its equipment.
Study Guide 3. Selection: Choosing Material. Appraisal of new fiction, non-fiction, picture books. Reference books, non-book material. Use of bibliographies and selection aids.
Study Guide 4. Selection: the Book World in New Zealand. The effective use of local resources for collection-building, rights and responsibilities of schools as purchasers. Book-selling and purchasing in New Zealand.
Study Guide 5. Bibliographic Organization. Functions of organization. Cataloguing. Classification, Subject Headings and Indexes.
Study Guide 6. Physical Organization. Identifying and caring for stock. Circulation Systems. Planning and layout of the library. The argument for centralization.
Paper B
Study Guide 1. Introduction to Operations of the School Library.
Study Guide 2. Working in the Library. Roles of Librarian. Library Assistant. Voluntary Help.

Study Guide 3. Services to Users General. Basic functions in relation to education and libraries. Users.
Study Guide 4. Services to Users. Meeting Individual Needs. Non able students needs. Able students needs. Identifying reading levels. Criteria for selection of High Interest/Low Level materials.
Study Guide 5. Taking the Library into the School. Local district, local librarian, local bookseller. The library teacher as a stimulus for action. Keeping informed about people connected with children's literature. Broadening outreach of library and being continually responsive to needs of library users. Attractive library. 50 ways to promote reading in library.
Study Guide 6. Administering the Library. Problems of bibliographic organization. Staffing development. Physical organization. The School Library Scheme. Wider Decisions.
Two Case Studies (a) Bookselling in Schools
(b) Community Use of School Libraries
Future Trends in New Zealand School Libraries.